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ABSTRACT

The Cooperative School for Pregnant School Girls is a program providing continuing education, health and social services, under the administration of the Durham City Schools system. This report outlines the problem and the needs indicated by research; the organization of community support, the steps in developing and conducting the Pilot Project; data about applicants for the project in 1967-68; the objectives and program outlined in the grant proposal, and the establishment of the Cooperative School in the fall of 1968. Funding came from state aid and from Duke University Child Guidance Clinic. A local church donated the necessary space for weekday use. Criteria for admission was established and 17 girls were admitted. Academic classes were held in the morning with credit given toward graduation. Afternoons were spent on health, social, and enrichment programs. The number of referrals and applications, as well as school and community support confirmed the need for such a program and its successful implementation. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

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A COMMUNITY PROJECT FOR CONTINUING EDUCATION, HEALTH AND SOCIAL SERVICES FOR PREGNANT SCHOOL GIRLS

Maurine LaBarre[1]

The Cooperative School for Pregnant School Girls is a program providing continuing education, health and social services, under the administration of the Durham City Schools system. This program developed out of research by a staff member of the Education Improvement Program, in keeping with the purpose of EIP of contributing to the development of innovative programs which may be incorporated in public school systems. With the support of EIP, the Division of Child Psychiatry of Duke University Medical Center, and the Durham Community Planning Council, a Pilot Project was planned and conducted during 1967-68. An application for federal funds was prepared and submitted by the Durham City Schools, and the project approved as an exemplary project for the southeastern region, under Title III, ESEA, with a grant of $133,762 for the first year, 1968-69. This report outlines the problem and the needs indicated by research; the organization of community support, the steps in developing and conducting the Pilot Project; data about applicants for the project in 1967-68; the objectives and program outlined in the grant proposal, and the establishment of the Cooperative School in the fall of 1968.

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1. The Problem and the Needs[2]

Pregnancy is the largest single cause of drop-out among female students in secondary schools in the nation. Policies in the public schools in North Carolina, as in nearly all other public school systems in the country, require that a girl withdraw from public school when her pregnancy becomes noticeable, and remain out of school until some time after delivery. Many such girls are perforce out of school one or two years, and because of this long absence, discouragement and loss of interest become permanent school drop-outs. In previous years statistics had not been collected nor systematic study made of the extent of problems of pregnant school girls in the Durham Community, but there were strong indications from the observations of school personnel of the increasing incidence and the need for a planned program of education and services for such girls.

In the Durham community, as in the nation, the number of teenagers in the population is increasing rapidly, and the number of births to teenage girls, married and unmarried, is also increasing. In 1960 the number of teenagers in the U. S. population was over twenty million - 11% of the total, and it is estimated that this number will have doubled by 1970. Nearly ten million females were between the ages of 14 and 19 years of age. Over a million of these, or 11.13% were married; the percentage is about the same for whites and non-whites. One out of every four babies in the U. S. is now born to a mother under twenty years of age - a total of over half a million a year (593,745). Of this total, 68,000 births were illegitimate; 48,000 of these were to girls 17 years of age or less. Although the number of illegitimate births to teenagers has increased, the actual

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[2] See References in the Appendix

rate has not increased for this age group in recent decades as it has for older women. This fact may be related to the declining age of marriage. Approximately fifty percent of the brides of first marriages are teenagers. One out of every four 18 year-old girls in the country is married, as are one out of every eight 17 year-old girls and one out of approximately sixteen 16 year-old girls.

In North Carolina in 1965, "teenagers delivered 21,598 babies, 22% of all the births which occurred in the state that year... The majority, almost 70% of the teenagers who delivered that year, delivered their first baby. Teenagers in North Carolina delivered more babies than teenagers in any of her border states, and the North Carolina teenage birth rate was higher than that for the U. S. Slightly over 28% of the births to teenagers in the state were recorded as illegitimate."

In Durham the Department of Public Health has responsibility for collection of vital statistics for the county. A tabulation of first deliveries to teenagers in Durham County in 1967 showed that about 300 girls eighteen years of age and under delivered their first babies in one year. (Appendix, Table 1)

Research reports from the Social Work Consultant contributed information on the many serious health needs of pregnant teenagers and their infants. These young girls are in need of special health services for they suffer more than the usual risks of serious complications of pregnancy and delivery. A review of forty some published obstertric studies of adolescent pregnancies shows that the incidence of toxemia and prematurity among this age group is four and five times that of women in their twenties. Among surviving premature infants there is a four-fold increase in neurologic defect and mental retardation. Many of these girls also have serious family and economic as well as personal problems. Their youthfulness and limited experience increase their need for help during pregnancy and in planning for the care of their babies. The Durham health and social agencies already serve some of these girls in the community but all agencies agree that a coordinated program combining education, health and social

services would be of greater benefit to the girls and their babies and the community.

A variety of special education, health and social service programs for pregnant teenagers have been established in forty some cities across the nation. (Howard) A successful school program has been operating for four years in a neighboring North Carolina City, by the Winston-Salem-Forsyth County School System. Information on such projects has been obtained through visits to the Winston-Salem Project, the Washington, D. C. Project; a workshop on Teenage Pregnancies conducted by the UNC School of Public Health, May, 1967; reports from many of the other existing projects, and consultations with Mrs. Elizabeth Goodman, Special Advisor for Teenage Programs, U. S. Office of Education. The established projects have demonstrated that young girls are motivated to continue their education, that they respond to counseling and instruction, and develop increasing ability and responsibility for themselves and their babies.

2. The Development of the Pilot Project

How the project idea originated: The idea for the Durham project grew out of studies of pregnant teenagers (by the author) and studies of the needs of school dropouts (by Howard W. Lee, Director of the Youth Program of EIP). In June, 1967 they discussed their findings and ideas for a pilot project with Mr. Ralph Cauthen, then Executive Director of the Durham Community Planning Council, Mrs. Katherine Buckner, Family Counseling Service, Mr. Lew Hannen, Superintendent of City Schools, and Mr. Herman Hollander, Assistant Superintendent of County Schools. With the encouragement and support of this group, a meeting was called in July of representatives from the schools and social and health agencies. These representatives

agreed that the proposed cooperative project was much needed in Durham and would provide a constructive service to the girls and their babies and be of benefit to the community. They pledged their interest and support in developing plans for the project. The President of the Durham Community Planning Committee appointed Mrs. LaBarre chairman of a Planning Committee to study and develop plans for establishing and conducting a Pilot Project for Durham. (Membership is listed in the Flyer in the Appendix). Monthly meetings of the Committee and numerous individual conferences were held throughout the year. Steps in planning were mapped and responsibility delegated to various members to make irquiries and investigate possibilities.

A plan was drafted for a Pilot Project to include a small, integrated group of 12 to 15 girls, married and unmarried, who would attend daily school sessions, with hours and dates of the regular school system; study basic school subjects and receive credit for courses satisfactorily completed; receive instruction, counseling and assistance; and remain in the Project until the end of the school year, when appropriate plans would be made for their readmission to regular schools. A report on this proposal and progress in funding was made to the Board of Education of the Durham City Schools, and "approval in principle" granted, September 11, 1967.

Support and Funding:

Dr. Robert Spaulding, Director of EIP, Dr. Donald Stedman, Director of EIP Research, and Mr. Howard W. Lee, Director of EIP Youth Program, offered support in setting up the pilot project. The services of the EIP Social Work Research Consultant, as Chairman of the Planning Committee and Coordinator of the Project, were contributed by EIP.

Consultations were held with Dr. David Lilly, Director of Programs

for Handicapped Children and Mr. John House, Special Education Project, State Division of Education regarding possibilities for obtaining a home-bound teacher for the project. The state office had already received 56 applications for 24 such available and funded teachers; Durham City and County Schools had already been allocated 5 of these teachers, assigned to hospitals, home visitations and the Salvation Army Maternity Home. For these reasons additional teachers for this project could not be obtained from the state.

Conferences with Dr. Spaulding and Dr. Stedman led to a commitment that EIP would contribute to the City Schools half the salary of a home-bound teacher for the Pilot Project for one year, and a commitment from Dr. John F. Fowler, Director of the Division of Child Psychiatry, Duke University Medical Center, that the Child Guidance Clinic would contribute half of such salary. Employment of a full-time, well qualified teacher, Mrs. Shirley Willis, was arranged, under the administrative supervision of the Director of Guidance of the City Schools, Mr. Wat Fugate.

Discussions were held with centrally located churches about the use of a religious education building for the project. Assurance was given, on October 2, by the Elders of the First Presbyterian Church, that appropriate and adequate classrooms, kitchenette and dinning area, and restrooms would be made available for weekday use. The Director of the City School Lunch Program, Mrs. Annabelle Selph, arranged to deliver to the Project, from one of the city school lunch rooms via the EIP food truck, hot lunches and a morning snack at a cost of 50¢ per day per student.

Recruitment of Students:

A newspaper report of the approval of the Pilot Project by the Board of Education provided publicity for the Project. Announcements were made to

city and county guidance counsellors and deans, nurses in the Department of Public Health and Prenatal clinics at hospitals, and to social service and health agencies. A flyer describing the Project was prepared by Information Services of EIP. (Appendix)

In the first 6 weeks, 41 referrals were received, and during the school year a total of 58 applications. Information on the age, race, marital and socio-economic status, school and grade level of these applicants is tabulated and presented in the Appendix. In brief, these students had attended 6 city and 5 county junior and senior high schools. They ranged from 6th to 12th grade in school level, and from 13 to 19 years of age, and included married and unmarried girls, of varying family backgrounds and socio-economic status, from the very poor to upper class. All these girls planned to continue living in their homes in the community and nearly all planned to keep their babies. Those admitted to the school had already made plans for the care of their babies by relatives while they continued their education.

Screening and intake procedures included confidential home visits to the girls, their parents, and husbands, if married; reports from their cumulative school records, and medical reports from a clinic or private physician giving date of calculated delivery, complications of pregnancy, if any, and the physician's statement that the girl was able to continue school. Discussions with the Planning Committee developed criteria for admission; conferences between the teacher and the social worker determined individual admissions. A total of 17 girls was admitted, as it was decided to increase the enrollment to enable additional seniors to complete work for their high school diplomas.

Program for the Pilot Project:

The daily program included: Morning classes in basic school subjects. Five levels of English, four of Mathematics, U. S. and World History and Geography were taught. Credit for courses satisfactorily completed was transferred to the student's regular school upon her readmission there. Afternoon sessions of a course in Family Living.

A credit in Home Economics was given for a combination of sessions, one of which each week was devoted to: Group Counseling on Family Life, Home Economics, Health Instruction, and Enrichment Programs, including Arts and Crafts.

Volunteer teachers and staff:

Discussions were held with Dr. Gwendolyn Newkirk, Chairman, Department of Home Economics, North Carolina College, Dr. Scott Gehman, Department of Education, Duke University, Mrs. Cathy McClusky, Nutrition Consultant, State Board of Health, The Durham Chapter of the Dietetics Association, American Association of University Women, and retired teachers, to obtain volunteer teachers and consultants for the staff. Four part-time volunteer teachers for the basic school subjects, ~~and 6 part-time volunteer teachers for the basic school subjects~~, and 6 part-time participants for the afternoon sessions were recruited:

Group Counseling: Mrs. Francis Frauendorfer, Family Counseling Service
Home Economics: Mrs. Sadie Washington, Department of Home Economics, North Carolina College
Health Instruction: Mrs. Linda Hoyle, Department of Public Health and Mrs. Margaret Napier, Graduate Student, Department of Education, Duke University
Enrichment Program: Mrs. July Older, YWCA and Mrs. Bethany Hendley
Part-time Teachers: Miss Pauline Newton, Mrs. Rosemary Oates and Mrs. Joseph Lane.
Counseling for Individual Girls and Their Families: Family Counseling Service and Department of Public Welfare
Social Work: Mrs. Eleanor Glocker

Counseling for prospective fathers: Howard Lee, EIP Youth Program, and the use of the EIP bus for transporting students on "enrichment" trips.
Psychiatric Consultation: Dr. Harold J. Harris, Division of Child Psychiatry, Duke University Medical Center.

During the year bi-weekly staff meetings were held to discuss coordination of services, observations about the development of the program, and needs of the students individually and as a group. Special opportunities were provided for field trips to the State Art Museum, the UNC Planetarium (made possible by a special gift); Children's Nature Museum; sewing lessons at the EIP Youth Center; the School of Design; cooking lessons and the preparation of a breakfast, lunch and dinner in the new demonstration kitchen of the Department of Public Welfare; and demonstration lectures at the Public Service Company. A vocational education teacher conducted a discussion and demonstration of hair care and personal grooming. Guidance counselors from schools and staff members of Operation Breakthrough met with students to discuss "What after School?" The students prepared refreshments and games for a pre-school group at a branch YWCA.

At the end of the school year, Baby Day was celebrated, and all students brought their infants to be admired. The students planned and carried through the graduation program, including invitations and refreshments for families and friends, an address by Rev. Julius Corpening, and the awarding of diplomas by Mrs. Willis.

Six of the 17 girls admitted to the Pilot Project were seniors and were able to complete requirements for receiving their high school diplomas; one additional student received her diploma after completing one course in summer school. Of the girls admitted, 1 student withdrew in order to accompany her husband, who was in military service; one withdrew after an early miscarriage and was readmitted to another school; 1 withdrew following

premature delivery and death of her baby and returned to regular school; and 1 withdrew at our recommendation because of frequent absences due to illnesses in the family, failure to complete her work, and need to support her infant.

Presentations about the project were made to officers and members of the Executives Roundtable and the Community Forum (groups of social service, health and education agencies in the community sponsored by the DCPC), the American Association of University Women, Altrusa, Civitan, Jaycees, Junior League, the Pilot Club and other civic and religious groups. All these organizations expressed interest in the project, recognition of the need for it, and offered support and suggestions for volunteer service.

In Summary:

The effective organization of the Pilot Project and the community support given it were the result of a number of factors in community organization: 1) a foundation of pertinent research data about problems and needs; 2) leadership and support ~~approximately~~ appropriately provided by a funded, educational innovation program, the Education Improvement Program; 3) the participation and collaboration of education, health and social organizations under the auspices of the Durham Community Planning Council; and 4) and the genuine interest in young prospective mothers and enthusiasm for the program provided by the staff.

The number of referrals and applications, the support of the school systems, health and social agencies, and the experience of the staff working in the Pilot Project confirmed the estimates and expectations of the sponsoring committee: there is need for such a program in the community; pregnant school girls will take advantage of an opportunity to continue their education,

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there is need for health and social services for such students; a program can effectively combine education, health and social services; the community, when informed, will approve of, endorse and support such a program.

3. The Preparation of an Application for Federal Funds, Title III, ESEA, for an Exemplary Program for the Southeastern Region.

A. Participation in planning and preparing the grant application:

The Superintendents of the City and County schools, since initial planning for the Pilot Project, were consulted and informed of plans, and designated members of the administrative staff to participate in the Pilot Project and in designing the exemplary program. Mr. Wat Fugate, Director of Guidance, City Schools, and Miss Elizabeth Clay, Director of Personnel Services, County Schools, participated in the Planning Committee, the operation of the Pilot Project, and planning the grant application. They consulted and will continue to consult with principals, guidance counselors and deans in schools, about referring students, making cumulative school records available, discussing the needs of individual students, readmission plans for return to school, etc. Personnel in charge of school books supplies have cooperated in supplying textbooks and instructional materials. The Director of the School Lunch Program cooperated in planning and delivery of lunches and snacks to the Pilot Project. Retired teachers have volunteered as part-time teachers and others have expressed interest and willingness to volunteer tutoring in special subjects as needed. Detailed procedures for operating the Exemplary Program further indicate the participation of the teaching, administrative and other school personnel in planning and carrying out the program. Of special note are the possibilities of tying in this project with other special projects in the schools, such as Project Opportunity, Remedial Instruction for students lacking in communication skil

the Junior Education Work Training Project. The full and part-time teachers for the proposed program will be selected from applications in the school employment and personnel offices or from those applying in response to information about the project. All will be qualified teachers and will be under the supervision of the Associate Director and the administration of the school system.

The Planning Committee of the Durham Community Planning Council devoted six months (July, 1967 - January, 1968) to studying, planning and operating the Pilot Project, and participating in designing the proposed program. This Committee operated on the basis of voluntary participation, with the approval and support of their respective boards. They contributed information and counsel from their programs, and formulated the responsibilities of social workers, public health nurses, and the arts and crafts, family life education and home economic components of the afternoon life education program. The staff and volunteer participants in the Pilot Project analyzed and formulated their observations, experience and ideas for the expanded program. In collaboration with the Committee and the staff, the Coordinator of the Pilot Project prepared the Narrative Section of the Grant Application. Mr. Fugate prepared budget estimates and provided general supervision for outlining the proposed program.

Consultations were held with other local and state education, social service and health agencies and cultural resources to obtain information, help design plans and prepare the proposal. Among these consultants were:

Dr. Scott Gehman and Dr. William Cartwright, Department of Education, Duke University
Dr. Gwendoln Newkirk, Department of Home Economics and Dr. J. S. Himes, Department of Sociology, North Carolina College

Personnel in the Obstetrics Departments at Duke, Watts and Lincoln Hospitals
Dr. Gordon McAndrew, Director, Learning Institute of North Carolina
Miss Geraldine Gourley, Maternal and Child Health Division, School of Public Health, University of North Carolina
Dr. George Shackleford, Consultant on Health and Welfare Services, North Carolina State Division of Public Instruction
Mrs. Rebecca Dean, Maternal and Child Health, North Carolina Department of Public Health

Published and unpublished reports of other education-service projects for pregnant school girls were obtained and studied, and the findings and recommendations of successful models incorporated in the planning. Consultations were obtained with Mrs. Elizabeth Goodman, Chairman of Committee on Services to Teenagers, Office of Education, Washington; and Miss Ursula Gallagher, Director of Services for Unmarried Mothers, Children's Bureau.

Dr. Donald Stedman, Director of Research, Education Improvement Program, contributed to planning the evaluation component of the program and volunteered his services as research consultant.

Consultations were sought with Dr. John Goode, Title III Programs, State Division of Public Instruction, on general criteria for Title III projects. Dr. Goode read the first draft of the Narrative Section of the application and gave helpful information and suggestions on several sections, which were invaluable in the formulation of the final draft.

Letters of Support were obtained from leaders in numerous educational and community organizations. (Listed in the Appendix)

Approval of the Grant Application proposal was approved by the Boards of Education of the Durham City and County Schools Systems.

DURHAM COOPERATIVE PROJECT FOR PREGNANT SCHOOL GIRLS
Part II - Narrative

I. Abstract

A. Objectives of proposed activity

To establish and operate an exemplary program for a racially integrated group of 70 to 110 married and unmarried pregnant school girls who plan to continue living in the community and to keep their babies, which will:

1. Provide for and encourage on-going education for pregnant school girls who are required to withdraw from regular school during pregnancy, and thereby (a) help prevent permanent drop-outs and (b) encourage such girls to continue their education in preparation for motherhood and self-support.
2. Provide for and coordinate with the proposed educational program a multidisciplinary program of instruction, counseling and assistance for the many health, personal and social needs of these young expectant mothers.
3. Utilize and develop educational and multi-agency community cooperation, in plannnng and conducting the program, educating the community about the need for and advantages of such a coordinated program, and securing community support for the continuance of the program in the locally supported school system.
4. Develop and conduct on-going evaluation: (a) to assess the problems, needs and attitudes of the students, their response to the program, and their further careers in continuing education, employment and care of their babies. (b) to study the on-going problems and methods developed for meeting the objectives of this program. (c) to prepare and disseminate reports to the school system and professional organizations in the community and to other communities in the region.

B. Activities and procedures to be utilized in achieving stated objectives.

1. Arranging for a center for the project, obtaining necessary equipment and supplies for a student group of 70 to 110 girls.
2. Conducting the educational program within the administrative structure of the public school system; (a) by selection, employment and supervision of staff; (b) by developing the curriculum, including innovative methods of individualized programmed instruction and the utilization of special educational projects in the schools.
3. Coordinating the educational program and health and social services: (a) Social work participation in procedures for referral, application, intake and discharge of students. (b) Individual and group counseling to the students, their parents, and the prospective fathers of the babies. (c) Instruction and assistance regarding health care during pregnancy and infant care; instruction in homemaking skills, including nutrition, meal planning, sewing and other domestic arts; instruction and practice in leisure time and cultural enrichment activities. (d) Regular staff meetings to discuss and resolve problems in staff coordination, meet the needs of individual girls, provide and utilize feed-back among teachers, auxiliary staff, agencies and the evaluation component.
4. Developing and conducting an on-going program of evaluation (a) Utilizing interview methods, questionnaires, rating scales and other instruments to obtain data about the students at the time of admission, during the program, and in a follow-up period, (b) Documentary study of the methods and progress of the program, (c) Preparing and disseminating reports to the educational system, the community, and organizations throughout the Southeastern region.

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Appendix:

Table 1. First Births to Teen-Age Girls in Durham County, 1966, by Age, Race and Marital Status

Age	Negro		White	
	Married	Unmarried	Married	Unmarried
12	--	3	--	--
13	--	3	--	--
14	--	5	1	--
15	1	21	3	--
16	8	28	12	4
17	16	26	29	8
18	23	27	55	8
19	39	17	61	8
TOTAL	87	130	161	28

Table 2. Grade level of applicants to Cooperative Project, 1967-68, by race and disposition of application

Grade level	Applicants accepted		Applicants not accepted		Total
	Negro	White	Negro	White	
7th			2	1	3
8th	1	1	3	1	6
9th	2		2	1	5
10th	2	1	5	2	10
11th	1	2	3	1	7
12th	2	5	4	6	17
Unknown			8	2	10
Total	8	9	27	14	58

Table 3. Schools attended by applicants to Cooperative Project, 1967-68

Junior High Schools	No. of Applicants	Senior High Schools	No. of Applicants
Brogden	2	Durham	7
Carr	1	Hillside	10
Carrington	1	Jordan	2
Holton	2	Merrick Moore	7
Pearsontown	2	Northern	6
Shephard	2		32
Whitted	6		
	16		
Unknown	10		

Table 4. Applicants to Cooperative Project, 1967-68, by age and race of applicants and disposition of application

Age in years	Applicants accepted Negro	Applicants accepted White	Applicants not accepted Negro	Applicants not accepted White	Total no. of Applicants
13		1	2		3
14	2		3	1	6
15	2	2	8	3	15
16	2	1	2	0	5
17	2	5	7	7	21
18				1	1
19			1		1
Unknown			3	3	6
Total	8	9	26	15	58

Table 5.Marital Status of Applicants to Cooperative Project, 1967-68, by race of applicant and disposition of application

Marital status	Applicant accepted Negro	Applicant accepted White	Applicant not accepted Negro	Applicant not accepted White
Married	1	8	1	7
Unmarried	7	1	25	8
Total	8	9	26	15

Table 6. Source of Obstetric Care for Students in Cooperative Project, 1967-68

Source of care	Number of Students
Lincoln Clinic	5
Duke Clinic	3
Watts - private care	7
Duke - private care	2

Table 7. Plans for care of infants, as stated at time of admission, for students in Cooperative Project, 1967-68

Caretaker	Number of students Negro	Number of students White
Maternal grandmother	4	1
Paternal grandnother		2
Both grandmothers		2
Aunt	1	1
Great grandmother	2	
Hired care taker	1	
Student (after graduation)		2
Uncertain		1

Table 8. Education of Expectant Fathers of Babies of Students in Cooperative Project, 1967-68

Educational Level	Number
Junior High School	5
Senior High School	5
High School Graduate	4
College Student	1
Unknown	4
Total	17

Table 9. Education of Parents of Students in Cooperative Project, 1967-68

Educational Leval	Fathers	Mothers
Below 8th Grade	3	3
Junior High School	3	3
Senior High School	1	1
High School Graduate		3
College	2	1
Professional School	1	
Unknown	6	5
Total	17	17

Table 10. Occupations of Parents of Students in Cooperative Project, 1967-68

Occupations of Fathers	Number	Occupations of Mothers	Number
Construction worker	1	Homemaker	6
Factory worker	1	Domestic	4
Farmer	1	Hospital Aide	1
Janitor	1	Lab Assistant	2
Taxi driver	1	Laundry worker	1
Truck driver	2	Lunch room worker	1
Welder	1	Unknown	2
Lab technician	1		
Contractor	1		
Small Business	2		
Physician	1		
Unknown	3		

A Special Program

The Durham Cooperative School for Pregnant School Girls provides the opportunity for teenage girls to continue their education during pregnancy.

The School also offers health and social services.

Married or unmarried girls enrolled in city or county junior and senior high schools, who are experiencing their first pregnancy, may apply.

There is no cost to the girls for the School's services. Each girl is asked to pay usual public school charges for instructional materials, school insurance, and a morning snack and hot lunch served by the public school food service.

Education

Students attend daily classes in basic junior and senior high school subjects (English, mathematics, social studies, science, business education and home economics).

Credit for these courses is transferable to other schools when the girls return to regular classes.

Health and Social Services

Instruction in prenatal and infant health care, nutrition, homemaking and leisure time skills, and family relations is given daily.

Girls also participate in group and individual counseling activities. Counseling services are made available to the girls' families and to the prospective fathers.

Referral

Referrals may be made by a school counselor, dean, doctor, minister, social worker, the girl's family—or any other interested person.

An individual interview will be arranged for each applicant.

Confidentiality is assured every girl and her family. Information concerning applicants will be discussed with no one other than school staff members, unless specific permission is granted by the family.

Referrals may be made by calling one of the School social workers at

The Cooperative School
604 W. Chapel Hill Street
Durham, North Carolina 27701
Phone 682-7145

More than 300 Durham girls who were eighteen years of age or less gave birth to babies last year.

Such girls, whether married or unmarried, must withdraw from public school during their pregnancies. Although they are permitted to return to classes the year after delivery, many become permanent drop outs.

Their enforced long absence from school frequently results in discouragement and loss of interest. Many of these same girls *could* be motivated to continue the education crucial to their preparation for motherhood and self-support.

Because of their extreme youth, teenage girls fall into a high health risk category during both pregnancy and delivery. In addition, many have serious family and economic problems. Some of these complicated needs are now being met by existing health and service agencies. However, it is agreed that a special coordinated program, combining health and social services with an opportunity to continue their education, helps these girls and their babies most.

Sponsored by

The Durham Cooperative Project for Pregnant School Girls originated in 1967 as a cooperative venture for the Durham Community Planning Council, the Departments of Public Welfare and Health, the Division of Child Psychiatry of Duke Medical Center, Family Counseling Service, YMCA, Operation Breakthrough, Inc., North Carolina College, The Durham Education Improvement Program, and the Durham City and County school systems.

THE DURHAM COOPERATIVE SCHOOL FOR PREGNANT SCHOOL GIRLS has been approved and funded under Title III, ESEA, as an Exemplary Program for the Southeastern Region. The School is under the administrative direction of the Durham City Schools, Mr. E.L. Phillips, Assistant Superintendent.

Information and Consultation are available upon request:

Associate Directors:
Mrs. Shirley Willis
Mrs. Maurine LaBarre

The Durham Cooperative School
604 Chapel Hill Street
Durham, North Carolina 27701

Phone: Area 919: 682-7145

Durham, North Carolina

The Cooperative School for Pregnant School Girls